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Children Under the Poor Law. Their Education, Training and After Care; together with a Criticism of the Report of the Departmental Committee on Metropolitan Poor Law Schools. By W. CHANCE, M. A. Pp. 443. Price, 7s. 6d. London: Swan Sonnenschein & Co., 1897.

We have in this volume an admirable, detailed account of the various methods of dealing with pauper children in England. A partisan of no particular system, Mr. Chance believes that the advocates of boarding-out, who are at present occupying the floor in England, have done scant justice to the work and results of many of the poor law schools and homes. One of the purposes of the book is to give them their just measure of recognition. Mr. Chance is himself no great believer in boarding-out, at least under present social conditions in England, and it is probable that his treatment of it is not quite as just as that which he has accorded to other methods of child-saving. His very vivid portrayal of the many safeguards which must be adopted in order to prevent the transformation of boarding-out from the very best to the very worst system of dealing with juvenile dependents is certainly timely. The most valuable part of his work is the information he has gathered concerning the best methods of educating and training children in institutions—information which is accompanied by suggestive hints as to possible improvements. This material is taken largely from the Reports of the Inspectors of Poor Law Schools, which have heretofore been more or less neglected. The result is a well arranged record of administrative experience in typical poor-law institutions which must prove useful to those interested in any of the various indoor methods of dealing with children.

It is unfortunate that Mr. Chance, in his desire to do justice to poor law schools and homes, has nowhere given unqualified assent to the principle generally held by disinterested students and workers in pauperism that at best the juvenile institution or home is a necessary evil which may involve much unnecessary evil if children are not released from it at the earliest possible moment consistent with their welfare, and if during their stay in it their environment does not resemble as nearly as possible the environment of a child normally developing in family and community. Indeed, we may safely go further and say that Mr. Chance has made no clear-cut classification of the influences acting upon a child, in normal life. We find nowhere any statement, sociological or psychological, of just what he conceives the life of a child in its family relations to be and just what the loss of such life or the loss of certain parts of it amounts to. It is true that he touches

often upon these questions, but it is in a very disjointed manner. If Mr. Chance had taken the commonly accepted and entirely logical principle which we have mentioned, as his central thought in the study of these institutions, we believe he would have done them a greater service than he has. For he would have brought out more clearly the certainly remarkable success which some institutions have attained, by setting in operation within their walls so much that is good in the normal environment of a child. Occasionally we seem to catch glimpses of a spirit as fine as that found at Rugby or Eton. It is doubtful if there has been equal success in American institutions, except in such model establishments as the Lyman and Industrial Schools in Massachusetts. It must be regretted that the author by reason of misplaced emphasis, obscures the value of the material he has gathered. He may fairly be accused of laying too much stress on mere industrial training.

Mr. Chance has added nothing definite to the discussion between the advocates of cottage homes and boarding-out—perhaps the most interesting phase of the question in England to-day. That controversy has reached a stage where psychological analysis of the minutest kind must be made of child life in its family relations. Thus there is a problem in itself in the very simple question as to just what the purchasing of supplies for cottage homes by central authorities takes from its family life. How the small self-denials for others, which are daily practiced in good family life, can be given chance for development in cottage homes, is also a matter of considerable importance. On these and many similar topics we find little that is new in the book before us. The portion treating of cottage homes will be chiefly valuable to those who desire to obtain an adequate acquaintance with the system itself.

Another defect in the book must be pointed out in its loose statistical methods. Many of the figures and calculations given are quoted from reports, but to reproduce them stamps them with the author's approval. It is to be regretted that he has not been as careful as he should be in pointing out their limitations. Thus he gives currency, not infrequently, to very superficial comparisons like the following: One inspector makes a comparison of the number of unmarried pregnant women in certain workhouses, who were educated in workhouse schools and of those who were not, without the slightest reference to the proportion of these two classes in the total female population between certain ages. Without such comparison the figures are not only worthless but misleading. Indeed, Mr. Chance makes similar errors on his own account. Thus he draws up a rough comparison between the decline of pauperism in England

and in Scotland—and we are led to infer that the treatment of child paupers is the only consideration involved. There is no intimation that differences of administration with reference to adult paupers ought to be at least considered not to mention a number of the other factors in the problem.

But it is perhaps well to leave the weaknesses of Mr. Chance's statistical work to his English critics who are themselves more or less involved in the controversy. To Americans much of that controversy is of little interest. While there is general unanimity among us that boarding-out and placing-out are the ideal systems the conditions incident to their successful operation are fully recognized. At the same time the fact that the institution is a necessity, for some years to come at least, is also recognized. We have already sufficiently indicated the value of the book to both those who are interested in the boarding- and placing-out systems and those who are interested in the problem of making institutional life resemble as nearly as possible the normal life of a child. It is in these aspects that the book will be most useful to American workers and students and can be cordially commended to them.

FRANCIS H. MCLEAN.

New York City.

The Seventh Earl of Shaftesbury, K. G., as Social Reformer. By EDWIN HODDER. Pp. 195. Price, \$1.00. New York, Chicago, Toronto: Fleming H. Revell Company, 1898.

Twelve years after the appearance of his three-volume biography of the Earl of Shaftesbury, Mr. Hodder has prepared a sketch of the most important aspect of his hero's career, namely, that of social reformer. The author tells his story in a vivid and impressive manner, with no attempt to explain the obscure motives or trace the remote effects of Shaftesbury's work. But in the brief allusions to his inner and domestic life, we see clearly the chief springs of his conduct; and in the simple account of "things done," we can but marvel at the variety, magnitude and far-reaching results of this one man's life-work.

Shaftesbury is a striking illustration of Mr. Kidd's contention that altruism is the only sufficient motive which has caused the "privileged classes" of the nineteenth century to yield to the "masses" their demands, and, indeed, that members of the privileged classes have themselves been most active in securing for the masses a share in their own privileges. Of high rank and illustrious descent, Shaftesbury devoted the sixty years of his life in